

city college news

Last RN diplomas awarded at Convocation 2004

History was made on June 15 as more than 400 registered nursing graduates received the last round of RN diplomas in the first of five Convocation ceremonies at the Hummingbird Centre.

Starting in January 2005, all graduates who want to practice registered nursing in Ontario are required to hold a baccalaureate degree to ensure that they are adequately prepared for the increasing demands of the job.

To commemorate the end of the RN diploma at George Brown College, an Honorary Nursing Diploma was granted to Dr. Sheela Basrur, Chief Medical Officer of Health and one of the doctors who led the province through the SARS crisis.

Lorie Shekter-Wolfson, Dean of the Centre for Community Services and Health Sciences, introduced Dr. Basrur and recalled the caution and hesitation around shaking hands at Convocation last year.

"You were a calm face and



Lorie Shekter-Wolfson (left), Dean of the Centre for Community Services and Health Sciences, congratulates Jesse Doehler-Knox, a graduate of the Community Worker program.

voice amidst all this chaos and fear. You helped get us through a very difficult time," Shekter-Wolfson said before Anne Sado, college president and Mary Anne Chambers, Minister of Training, Colleges and University presented Dr. Basrur with her Honorary Diploma.

Dr. Basrur thanked the college for choosing her as the recipient of the diploma

and wished the graduates well in their future careers.

The Hon. Chambers also spoke to the new George Brown College alumni and commended them on their chosen paths in community services and health care.

"There is much you can contribute and we will all be better off because of you," the minister said. "Thank you for



Anne Sado (left) and the Hon. Mary Anne Chambers (right) present Dr. Sheela Basrur with an Honorary Nursing Diploma at Convocation 2004.

choosing careers that are so critical to the quality of life in Ontario."

Over the two-day period, about 1,800 students attended the Convocation ceremonies. Michael Cooke, Vice-President of Academic Excellence, served as the Master of Ceremonies and Anne Sado participated in her first conferring of diplomas at the college.

Breaking new ground



The George Brown Theatre School and its joint venture partner, Soulpepper Theatre Company, turned the soil at the site of their new home in the Distillery District. On June 14, more than 300 people attended the groundbreaking ceremony for the Young Centre for the Performing Arts including Ontario's culture minister Madeleine Meilleur and city councillor Pam McConnell. Both spoke enthusiastically about how the new educational centre and performing arts complex will enrich Toronto's arts community. David and Nancy Young, who donated \$3 million last year, have contributed another \$750,000. One of the three theatres in the new facility will be named after their late son, Michael. Also announced at the groundbreaking event was a \$1-million donation from Charles and Marilyn Baillie who will have the largest theatre space named in their honour. Pictured from left to right, donor David Young Sr., Soulpepper's William Webster and Lorezo Castaneda, donor Marilyn Baillie and George Brown theatre students Andre Sills and Kate Gordon all pitch in to help break new ground for the Young Centre for the Performing Arts.

Feedback session on first stage of Academic Strategy

More than 100 George Brown staff and students filled a St. James campus lecture theatre on June 17 to hear, and respond to, the first phase of work on a new Academic Strategy.

They were eager to hear college-hired consultants Sue Anderson and Mo McKenna describe the themes that emerged from more than 35 focus groups and open forums held in April and May as well as written and verbal submissions by staff and students. Those sessions involved more than 300 people — about half of them teachers.

As Anderson explained, their intent was to gather and organize staff input on topics aligned with the Academic Strategy roadmap document (which can be found on our Intranet site, Insite), including classroom experience, how we work with students both inside and outside the classroom, learning for both students and staff, education and our graduates, how we handle accountability for program and curriculum quality, how our curriculum prepares students to live and work in a global community, how we communicate and work together and our organizational structure.

Students were also invited to share information about their best learning experiences and their best faculty relationships at George Brown College.

After looking at more than 3,500 “data elements”, Anderson and McKenna found that eight key themes emerged. These were (described in their words):

Workplace connections: People place high value on connection with industry and the workplace. They suggested more



Academic Strategy co-chairs Georgia Quartaro and Maureen Loweth address the full-house crowd at the feedback session on June 17.

opportunities for industry secondments and exchanges; courses taught at placement sites and ongoing communication with outside leaders relating to programs for that industry.

Student preparedness: This theme relates to student ability to successfully complete a program and be ready for the workplace or university. Most comments related to ESL students, with faculty and admin staff focused to a large degree on program specific pre-admission assessment. Faculty expressed concern for students at risk and the need for a defined process and collaboration.

General education/liberal arts: These three key themes emerged — a need for consistency of Gen Ed and Liberal Arts curriculum across the college with supporting processes, a need for a college-wide focus on literacy, and a proposal for the creation of a department that uniquely supports Gen Ed/Liberal Arts objectives.

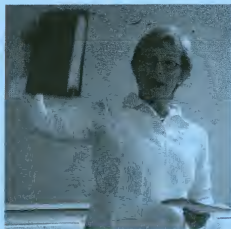
Faculty qualifications: People said that faculty effectiveness, including current knowledge and teaching skills, and the opportunity to develop professionally, must be a major focus. Professional development is seen as acknowledgement and appreciation, not simply a need or remedy. Staff saw a need for orientation and resources for new/part-time faculty and staff (including academic policies, student services, college contacts, and consistent materials/notes for courses).

Faculty/staff assessment: Input in this area indicates high desire among faculty and staff for ongoing, formalized feedback at all levels of the college. In particular, a performance management process that monitors consistency, timeliness, quality of program and course delivery, as well as a 360-degree feedback process for Deans/ Chairs/ VPs and the President.

Student access to faculty: Faculty and students believe that strong faculty /student relationships are key to student success and (large) class size is seen as a barrier to the development of these relationships. Student suggestions included better use of classroom time, posting faculty availability online, regular student/faculty meetings, e-mail/voice-mail for part-time sessional faculty, as well as social gatherings to promote interaction.

Learning culture: Many comments emerged relating to communication at the organization level as well as among faculty, between faculty and staff, staff and students, and faculty and students. Some people expressed a desire for more collaboration and sharing of knowledge and best practices among faculty and across “silos.”

Service excellence: Upwards of 200 comments focused on improvement in the following areas — student access to information, overall treatment of and responsiveness to students, technology as a process enabler and student experience with co-op placements. Suggestions



Sue Anderson, an open forum facilitator, holds up one of several binders containing all the ideas, opinions and suggestions gathered up until the feedback session.

included service skills training for staff and faculty and orientation programs for all.

Other themes: This category includes six other key themes considered to be important but outside the scope of the Academic Strategy initiative: facilities, union/college issues, how GBC is marketed, library resources, Key Performance Indicators (KPI), and alumni.

Following this presentation by Anderson and McKenna, staff was given an opportunity to comment prompting a spirited and positive discussion that touched on a wide variety of issues including students' access to education and their expectations, diversity, graduate employability, the college's "culture", the importance of library resources, and the importance of one-on-one contact between faculty and students.

Refining and sorting these comments, opinions, ideas and suggestions — along with the ones made at the April and June sessions — is now the job of the college's Academic Strategy Task Force and working groups. They will be drafting the Academic Strategy this summer for presentation in the fall.

"We face the challenge of choosing the

issues that will have the highest impact on student success and student learning," Michael Cooke, VP of Academic Excellence, said during the feedback session.

The working groups will start with the staff and student views, but they'll go on and do their own research into studies of educational effectiveness and the best practices in use at other institutions.

The draft Academic Strategy will be presented to staff and students for response and discussion this fall with idea that, if all goes according to plan, the strategy will go into effect early in 2005.

For more information about the Academic Strategy, please go to the Intranet site by typing "insite" into your browser from any computer in the college and follow the links.

Over the last couple of months, Melissa Quan played a unique role in the Academic Strategy initiative through her work in the Office of the VP for Academic Excellence and Student Success. To read about the Academic Strategy from her perspective, just go to <http://insite> on any computer in the college.

This year's batch of brilliant apples

Congratulations to the 2004 Crystal Apple Award nominees. Their hard work, dedication and commitment to quality education has been recognized and openly appreciated by the students who nominated them.

A special committee of external educational professionals will select up to nine winners who will be announced in early September and honoured at a ceremony in October.

For more information about the Crystal Apple Awards, please visit <http://www.gbc.on.ca/foundation/crystalapple/>.

This year's nominees are:

Dianne Aacey	Kim Durofil	Doug Laporte	Akber Remu
Nazlin Allidina	Judy Ercolino	Dennis Lawson	Roger Romberg
Peter Au	Charles Fisch	Paul LeDrew	Ron Rouben
Lorraine Betts	Dave Fleming	Kathi Lees	Paul Royes
Deane Bradley	Loreto Forte	Richard Losole	Anne-Marie
Julie Bulmash	Lori Futterer	Anne MacKenzie-	Stoneburgh
Laura Bulmer	Julie Gaudet	Rivers	Cheryl Stuart
Amalesh	Gary Hallam	Reeves Madaglia-	Colleen Thomas
Chakraborty	Annette Hemerik	Miller	Sai Vemulakonda
Karen Chandler	Michael Hlinka	Colleen Mahy	Derek Vigar
Silvia Chijani	Gary Hodson	Tom Malcomson	James Voulakos
Linda Croall	Jill Hornick	Frank Maloney	Ingrid Wagemans
Doug Darrah	Errol Johnson	Bernie Mullen	Diane Wardrope
Reza Davoodi	Marsha Jorgensen	Jorge Olenewa	Gary Waters
Karen de Prins	Suzanne Kavanagh	Bonnie Palmer	Sandy Wiesenthal
Heather Donovan	Kay Kaszuba	Ylber Ramadani	Lorraine Wright

Centre for Nursing

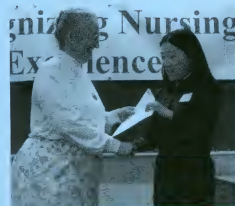
Recognizing Nursing Excellence – May 10, 2004

Awards: 17 student awards

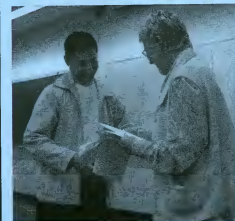
The Centre for Nursing honoured their students in a ceremony and reception at St. James campus. Proud parents, enthusiastic faculty and supportive classmates attended the event along with the award winners to continue the celebration of student success at George Brown College.



Joan Vallier receives her Pass with Distinction award for the Registered Practical Nursing program from professor Marion Goltz.



Changping Ma also receives a Pass with Distinction Award in the Registered Practical Nursing program from professor Jennifer Cooke.



Paul Tyliros receives the Fred Day Award from professor Heather Stewart.

Upcoming events

Ride for Awareness

June 26-27

Kenneth Boone, a recent graduate of GBC's Intervenor program, will bike 300 km from Tobermory to Toronto to raise awareness for Deaf-Blind Canadians. His journey will start on June 26 and end the next day around 4 p.m. at the Canadian Helen Keller Centre located at 210 Empress Ave. The Ride for Awareness is Boone's year-end project. For more information, visit <http://www.rideforawareness.com>.

Reminder:

Nominations for Premier's Awards 2004

George Brown College will host the next ACAATO conference and Premier's Awards ceremony in Feb. 2005. Faculty, staff and administration are encouraged to start thinking about great GBC grads to nominate for the annual awards. Nominee information can be e-mailed to Mary Kennard in Alumni Affairs at mkennard@gbrown.on.ca. Or find details and fill out the nomination form at <http://www.gbrown.on.ca/saffairs/alumni/fairs/awards.html>.

This is the final issue of City College News for the 2003-2004 school year. It has been an exciting year with many new initiatives, partnerships and events. Stay in touch with the college over the break, by checking our web site at <http://www.georgebrown.ca>. Have a safe, fun-filled summer and remember to look out for City College News again in the fall.

Around George Brown

On June 3, the 26th annual **20 Year Club** reception was held to honour both current and retired employees who have worked full-time at the college for 20 years or more. Congratulations to the most recent inductees:

Joe Abes
Lois Athanasias
James Barron
Christine Caron
Richard Chretien
Kathy Daigle
Claire Defoy
Sue Feltoe
Kathryn Kearney
Albert Kurtz
Theo Lennartz
Judi Linton
Laura Lothian-Bryant
Matthew Mantlon

Cynthia McDonagh
Erica McLennan
Gilles Morin
David Preston
Gilty Quarley
Roger Romberg
Shelley Rotstein
Leo Salemi
William Southern
Cheryl Stuart
Lou Tarsitano
Helen Tremblay
Edward Wright
Brenda Yip

On May 28, 60 participants from across the province came to George Brown College for a special one-day forum and brainstorming session on Banner 6, the software that many colleges and universities use to manage their student, human resources and financial data. It was a timely forum to host as GBC is upgrading to Banner 6, said senior project manager Jack Schachner. The forum focused on five main topic areas including implementation challenges, block-based Web registration, data management and an update from the software's vendor, the Solution Centre. The forum proved to be so valuable that a follow-up session in late September may be in the works.

On May 25, the **Business and Creative Arts** administrative offices closed up shop and headed to the Distillery District for a fun-filled day of bonding, team-building and celebrating the past year's endeavours. The BCA staff toured in and around the historic buildings, browsed through the shops and galleries and finished off their staff appreciation day with a lunch at the 1832 restaurant. "...The team that plays together, works great together," Liz Henriques, Support Officer, said of the reason behind their annual excursion.



Business and Creative Arts staff take a guided tour of the Distillery District on their annual "fun day" outing.

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Summer Renovations

The Facilities Management department is pleased to announce a whole host of renovation projects taking place this summer that will help the college to expand student services, improve energy efficiency and indoor air quality, facilitate wheelchair accessibility and reduce maintenance backlog.

Corporate Projects

200 King St., basement level and 160 Kendal Ave., 3rd floor
160 Kendal Ave., 2nd floor
200 King St., 4th floor
175 Kendal Ave., 2nd floor
300 Adelaide St., 2nd floor
300 Adelaide St., ground floor
160 Kendal Ave., 5th floor
200 King St., ground floor
500 McPherson Ave., ground floor
200 King St., ground floor
200 King St., ground floor
200 King St., 2nd floor
Maintenance Projects
200 King St., basement
200 King St., all floors
160 Kendal Ave., all floors
500 McPherson Ave., all floors
200 King St. and 160 Kendal Ave., 5th floor
1 Dartnell Ave., 175 Kendal Ave., 300 Adelaide St., 500 McPherson Ave., all floors
175 Kendal Ave., all floors
200 King St. and 160 Kendal Ave., all floors
200 King St., ground & 2nd floors
160 Kendal Ave., all floors
200 King St., basement and 160 Kendal Ave., 2nd floor
160 Kendal Ave., roof
200 King St., roof
160 Kendal Ave., roof
300 Adelaide St., basement
1 Dartnell Ave. and 160 Kendal Ave., all floors
1 Dartnell Ave. 3rd floor

Student Service Centres, Phase 1

Relocation of the bookstore and creation of new print shop
Upgrade community services offices
Common study and meeting areas
Demo labs
Bar and wine labs
Integrated control labs
Relocation of international offices
Human Resources offices
Upgrade Learning Resource Centre entrance
Replace Learning Resource Centre floor
Accessibility ramps to patio

Basement water leaks

Two-stage fire alarm system
Roof and wall leaks at staircase no. 6
Paint stairwells, corridors and washrooms; install stair treads
Paint classrooms, Phase 1
Relamping for energy efficiency
Refurbish elevators
Air-balance, Phase 1
Replace windows, Phase 1
Paint exterior block
Acoustic panels in cafeterias
Replace insulation on exposed chiller; heating roof pipes
Exterior duct insulation
Exterior safety rail and catwalk
Upgrade grease trap
Student benches
Student lockers